DOCUMENT RESUME

ED 053 890 RE 003 778

TITLE	Model Programs: Reading. Remedial Reading Program, Pojoaque, New Mexico.
INSTITUTION	American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C.
REPORT NO	OE-30037
PUB DATE	71
NOTE	30p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0788, $0.25)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	American Indians, *Demonstration Programs, *Elementary Grades, Individual Instruction, Program Descriptions, Reading Achievement, Reading Instruction, Reading Materials, *Reading Programs, *Remedial Reading Programs, Small Group Instruction, *Spanish Americans

ABSTRACT

The elementary school in Pojoaque, New Mexico, has recently developed a remedial reading program for children in grades 2 to 4. Eighty-three children participated in 1969-70. As the population of the area is 76 percent Spanish-American, 12 percent Indian, 12 percent white, and less than 1 percent black, work in the program focuses on language and communication problems. Children work in remedial reading groups 25 to 30 minutes daily. Activities are divided between individual and small group work. Textbooks and workbooks are used for skill development, and high interest library books, filmstrips, and a tape recorder are used for motivating pupil interest. Pretest and post-test scores on the Gilmore Oral Reading Placement Test, administered primarily for individual diagnosis, indicated that the months of progress in accuracy and comprehension generally exceeded the number of months the children spent in the program. References and a list of materials used are included. (AL)

EDO 53890

RE 003 778

NATIONAL CENTER FOR EDUCATIONAL COMMUNICATION

Model Programs

Reading

Remedial Reading Program
Pojoaque, New Mexico

This series was prepared by the American Institutes for Research under contract with the Office of Education/National Center for Educational Communication. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the program described herein, like every program or activity receiving Federal financial assistance, must be operated in compliance with this law.

Model Programs

OE-30037

Reading

Remedial Reading Program
Pojoaque, New Mexico

A small-group remedial reading program for Mexican-American and Indian children

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*
Office of Education
S. P. Marland, Jr., *Commissioner of Education*

Superintendent of Documents Catalog No. HE 5.230:30037

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1971

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 25 cents
Stock Number 1780-0788

FOREWORD

New approaches to the teaching of reading are continually being developed to provide more effective learning opportunities for children who have inadequate reading skills. The Office of Education, through its National Center for Educational Communication, contracted with the American Institutes for Research, Palo Alto, Calif., to prepare short descriptive booklets on 10 of the promising reading programs operating in the Nation's schools.

Each booklet contains a wide range of information presented in standardized format, including a brief introduction to the program, the context or setting in which it operates, an indepth description, an evaluation based upon empirical data, sources of further information, and a bibliography.

Seven reading programs were included in the first *Model Programs--Childhood Education* series. Since these booklets had already been published, t
for this series.
will not be "lost
exemplary reading
here by title and
able at 20 cents
of Documents, U.S
Washington, D.C.

- Interdependent
  Through Program
- Responsive Envi
  Through Program
- DOVACK Reading
  OE-20141.
- Corrective Read
  OE-20158.
- Exemplary Cente
  Salt Lake City,
- Perceptual Deve
  Natchez, Miss.,
- Project PLAN, P

FOREWORD

eaching of reading
eveloped to provide
opportunities for
quate reading skills.
, through its National
Communication, contract-
stitutes for Research,
repare short descrip-
the promising reading
he Nation's schools.

wide range of infor-
ndardized format, in-
ction to the program,
in which it operates,
an evaluation based
urces of further in-
graphy.

were included in the
hildhood Education
oklets had already

been published, they were not duplicated for this series. However, so that the seven will not be "lost" to those interested in exemplary reading programs, they are listed here by title and OE number. All are available at 20 cents each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

- Interdependent Learner Model of a Follow Through Program, New York, N.Y., OE-20149.
- Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., OE-20139.
- DOVACK Reading Program, Monticello, Fla., OE-20141.
- Corrective Reading Program, Wichita, Kans., OE-20158.
- Exemplary Center for Reading Instruction, Salt Lake City, Utah, OE-20136.
- Perceptual Development Center Program, Natchez, Miss., OE-20142.
- Project PLAN, Parkersburg, W. Va., OE-20150.

Introduction

The schools in Pojoaque, N.M., are involved in a Remedial Reading Program for elementary school children. The teacher uses a variety of materials to teach children to read while they learn about their own cultures. She diagnoses each child's reading difficulties and prescribes appropriate materials and equipment to bring the child's reading to grade level. Data indicate that children increase in comprehension and word skills.

Context of Program

Pojoaque is a rural community 12 miles north of Santa Fe. The people have a real spirit of pride in their community, and they are a stable, family-oriented population. Families have from three to four children on the average. The socioeconomic level of most of the people is lower middle class. LOCALE

Ethnically the community is 76 percent Spanish-American (or Mexican, as they prefer to be called in this community), 12 percent Indian, 12 percent white (or "Anglo" as they are referred to), and less than 1 percent black. This diversity in the population leads to some language problems. The Mexicans speak English as a second language to Spanish. Many Indians speak three languages--their native tongue, Spanish, and English. The Anglos are very communicative, the Mexicans are somewhat less communicative, and the Indians seem reluctant to communicate. Getting the Indian children to talk and participate in school is often difficult.

Most of the Indians live in three community pueblos that have been modernized to some extent. The Mexicans and the Anglos live scattered throughout the area and typically are employed in Santa Fe or at the Los Alamos Atomic Center.

THE SCHOOL SYSTEM

There are only two schools in the Pojoaque Valley School District--the new Pojoaque Elementary School with grades 1 through 6, and Pojoaque High School. The middle school with grades 7 and 8 is housed in the high school area. The elementary schools were consolidated in the middle of the 1969-70 school year. The school

district serves Pojoaque and outlying areas, including the three Indian pueblo villages. Some children ride buses as long as 45 minutes to school.

The high school, built during Works Progress Administration (WPA) days, is a pueblo-like structure that has been changed and added on to over the years. It has one new area that is made up of several classrooms and a modern learning center with learning booths, tape recorders, filmstrip projectors, record players, and overhead projectors.

The new elementary school was completed in the middle of the 1969-70 school year and has an enrollment of about 400 students. It is housed in a circular building that is up to date and architecturally well planned. The rooms are rectangular with carpeting and well-lighted areas. The classrooms, halls, cafeteria, and library are all colorfully painted. The library is in the main circular building and is available to the children for studying and checking out books.

The teacher-pupil ratio is approximately 1 to 30. The cost per child per year in the district is $681.

SPECIAL FACTORS

The administrators and professional staff in the district feel that the need in the English reading and speech areas is the most important one in the school program. Therefore, the greatest effort under title I ESEA funding is directed to the communicative language arts area at all grade levels in both schools. Title I funds are used to provide services to both disadvantaged and culturally deprived students.

The patterns of Indian culture must be considered in designing an educational program for the Indian child. One way in which the Pojoaque schools have made reading material more relevant for him is by including available texts, stories, and picture books of many Indian cultures of the Southwest in the library, in classroom book collections, and on listening post tapes.

The district centers its total school program around reading, with the greatest emphasis on the early elementary level. However, reading at the secondary level is also stressed, especially spelling and writing. The specific objectives for the total district reading program are:

- To develop meaningful language arts concepts in the early years

- To develop favorable attitudes and skills
- To prepare the elementary child with a firm base for understanding and interpreting concepts at the secondary level
- To provide remedial instruction in reading

Other innovative programs in the district include a summer remedial language arts program and a remedial reading program in grades 7 through 12. In 1965-66 the Miami pilot reading program was started in the first grades in the district; since then it has been expanded to all the primary grades.

The Remedial Reading Program was started in 1965-66 under title I ESEA funding. Mrs. Lydia Barton, a research analyst interested in educational experimentation, noted the inability of students to read in the upper grades. She designed and initiated a special reading program for grades 1 through 6 to attack the problem at the source. However, after the first year the program at grade 1 was discontinued since it was felt that the children were too young to benefit, and reading instruction was concentrated in grades 2 through 4. In 1969-70 a double portable building was rented to house both the reading program and classes for the

426-160 O - 71 - 2

mentally retarded. New materials are continually being explored and used, and techniques are continually being refined.

Program Description

SCOPE The aims of the current program are (1) to rekindle interest in reading as an enjoyable endeavor, (2) to increase comprehension, and (3) to help each child use word attack and word perception skills to his advantage.

During 1969-70, 83 children were in the program. The functional reading grade level for the children was at least 1 year below their actual grade level; the ethnic breakdown was 78 percent Spanish-American (or Mexican), 11 percent Indian, 11 percent Anglo, and less than 1 percent black; and the male to female ratio was about 3 to 1. About 70 percent spoke a second language. None of the children who took part in the program had had any kindergarten experience, but about 95 percent had had Head Start experience.

PERSONNEL

The personnel in this program are the superintendent, the principal, a remedial reading teacher, and a teacher aide.

The superintendent grew up in the area, understands the needs of the community well, and is very much in control of his school district. He involves his teaching staff in curriculum planning and allows them freedom in helping to choose the instructional aides, the material, the equipment, and the method by which they approach children.

The remedial reading teacher is a white woman about 25, bilingual in Spanish and English, highly motivated, believes strongly in the program, and is flexible in her approaches.

The teacher aide assists the remedial reading teacher in supporting activities outside the classroom and in working directly with students in the classroom. As specified by the district, the duties of teacher aides also include duplicating instructional materials and helping with playground supervision, individual drill and practice exercises, and May Day play activities.

Also supporting the program are a school nurse and a librarian who travels between the library at the elementary school and the

library at the high school. An aide alternates her daily schedule with the librarian's to enable students to use their library at any time during the school day.

PRESERVICE AND INSERVICE TRAINING

The remedial reading teacher participates in the general school orientation at the beginning of the year but receives no specialized inservice training. The teacher aide receives inservice training by the remedial reading teacher during the year.

FACILITIES

The Remedial Reading Program for children in grades 2 through 4 is housed in a double portable building just outside the elementary school. One end of the portable building, which is carpeted and well-lighted, is used for the Remedial Reading Program and the other end is used for special education with mentally retarded children.

The children in grades 5 and 6 receive their remedial reading instruction at the middle school, which is housed on the high school site. They walk from the elementary school to the middle school; however, this arrangement is temporary until everything can be moved into the new elementary school.

The remedial reading teacher and teacher aide spend their mornings in the portable building at the elementary school and afternoons at the middle school.

ACTIVITIES

The children are scheduled out of their regular classrooms for 25 to 30 minutes each day. Four to seven children are included in each remedial reading group. They spend about half of their time in individualized work and the other half in small-group work. A variety of materials and machines are used, depending on the child's individual skill problems. Children work in small groups, but each child's program varies with his identified problems. Machines, games, programed material, decoding processes, and linguistically oriented approaches are used successfully across grade level lines to help children read.

A variety of instructional methods are also used. The methods are chosen on the basis of the child's particular reading problems. After being selected for the program, the children are given diagnostic tests for silent reading comprehension skills, phonics analysis, and word recognition skills. Information gained from these tests, as well as information from the Gilmore Oral

Reading Placement Test and the child's cumulative folder, is used by the remedial reading teacher in planning each child's program.

Activities are tailored to the individual child--his interests, his strengths, and his weaknesses; and as many activities as possible are turned into fun instead of work in a friendly and encouraging learning environment.

In order to rekindle interest in reading, many high interest materials are made available to the children. Children select what they want to read, and they have accumulated a library of self-selected books. By sponsoring a book sale last year, the staff was able to add extra books to their collection. Each child is his own librarian and is allowed to check out one book at a time as often as he wishes. The children's library also includes two periodicals which keep the children posted on current events. One of these featured an article about the Remedial Reading Program. Articles that are too difficult for the children to read are read by the teacher with the children following along. Equipment such as a controlled reader, a filmstrip projector, and a tape recorder are also used in developing interest and comprehension. Teams of fifth and sixth graders use the controlled reader in a competitive way. The filmstrips that the children see are

related to interesting things they are learning. The tape recorder is used to record role-playing activities in which the children learn parts of plays or skits developed from stories.

Activities to help a child use word attack and word perception skills center mainly around textbooks. The Sullivan programed reading materials are used extensively. The Frostig materials are used with children who need help in visual, auditory, or motor perception. A linguistically based spelling series, *Basic Goals in Spelling* by Kottmeyer and Claus, McGraw-Hill Book Co., New York, N.Y., was initiated and found to correlate well with the Miami linguistic materials used in the primary classrooms. The children enjoy and look forward to the activities in this series, which help them in spelling and word attack, reading and following directions, writing complete sentences, and handwriting. The *Time for Phonics*, McGraw-Hill Book Co., New York, N.Y., series provides activities in listening for and identifying consonants and vowel sounds; these have been helpful for the second-grade children, most of whom do not usually know the sounds of letters. Word games are used at all grade levels to reinforce what has been learned in the textbooks. Games include Consonant and Vowel Lotto, Match, Take, Word Bingo, word-wheel games, individual and team spelling bees, and sound, spelling, and sentence relays. Films

are also used in this area. For children in grades 2 through 4, tachistoscope practice helps visual perception as well as recall and drill on letter and word recognition. Audio flash cards help the younger children by providing practice in visual and auditory perception and drill on spelling and word recognition; they also provide children with speech problems with exercises in discrimination of correct and incorrect pronunciation.

Those children who did not continue in the program a full year--because of additional children needing the program after the consolidation of schools--have been encouraged to borrow library books from the class library and to continue in the programed readers.

12

MATERIALS AND EQUIPMENT

The equipment useful in developing interest and comprehension includes: a controlled reader and set of filmstrips, a filmstrip projector, and a tape recorder.

Equipment useful in developing word attack and word perception skills includes: a tachistoscope, an audio card reader, and a film projector.

Other equipment includes the following: an overhead projector, an opaque projector, a portable blackboard, a projection screen, a set of earphones, a record player, and a language master.

High interest materials include:

Reader's Digest Skill Builders, Reader's Digest, Pleasantville, N.Y.

Jim Forest readers, Field Educational Publications, Inc., San Francisco, Calif.

Sounds of Laughter and *Sounds of the Storyteller* from the Bill Martin Series, Harcourt, Brace & Jovanovich, New York, N.Y.

Webster Reading Skill Cards, McGraw-Hill Book Co., New York, N.Y.

Know Your World, a weekly current events paper, American Education Publications, Middletown, Conn.

Treasure Chest, a bimonthly periodical, Geo. A. Pflaum Publishers, Dayton, Ohio

New Mexican, a locally printed current events periodical

About 500 library books

A variety of basal texts not used in the regular classrooms

Materials available to help develop word recognition skills (structural analysis, phonics elements, spelling) and visual, motor, and auditory perception are:

Sullivan programed materials, McGraw-Hill Book Co., New York, N.Y.

Frostig materials, Follett Publishing Co., Chicago, Ill.

Basic Goals in Spelling by Kottmeyer and Claus, McGraw-Hill Book Co., New York, N.Y.

Reading-Motivated Series, Field Educational Publications, San Francisco, Calif.

Macmillan Reading Spectrum, Macmillan Company, New York, N.Y.

Phonics We Use Series, Lyons & Carnahan, Chicago, Ill.

Conquests in Reading, McGraw-Hill Book Co., New York, N.Y.

Time for Phonics workbook series by Louise B. Scott, McGraw-Hill Book Co., New York, N.Y.

Consonant Lotto, Vowel Lotto, Match Sets, Take; Dolch Teaching Aids; Garrard Publishing Company; Champaign, Ill.

Some of the materials and equipment have been found to be especially useful with children with particular problems. For example, the Frostig materials, which help uncover perceptual problems and give useful exercises to develop compensations, were found to have special relevance for the Indian children, who often have a difficult time with perception in space. In these materials exercises are given in visual-motor coordination, figure-ground perception, perceptual constancy, perception of position in space, and perception of spatial relationships. The tachistoscope and the controlled reader help to hold the interest of the students and have been successful in getting the Indian children to talk.

The Frostig materials and the language master were found to be especially good in working with second- and third-grade youngsters.

Children of this age could manage the language master machine, react to model words, and work independently with a machine for a period of time.

BUDGET The Remedial Reading Program is only one of many programs funded by title I ESEA money. Therefore, a breakdown of the funds spent for the Remedial Reading Program has been difficult to ascertain. Total funding of title I programs was $95,265 for 1967-68, $83,261 for 1968-69, and $71,181 for 1969-70. Approximately 470 students received help under these programs each year. Cost per child for title I programs was $149.50 in 1969-70. This figure was arrived at by dividing the total title I funds by the total number of pupils benefiting from the various title I programs.

An estimate of some of the costs for the Remedial Reading Program for grades 2 through 6 follows:

Personnel:

$1,500 Administration
Superintendent (portion of time)
Principal (portion of time)

7,700	1 Remedial Reading Teacher
2,500	1 Teacher Aide
3,850	1 Librarian (part time)
1,250	1 Librarian Aide (part time)

Space:

$5,700	2 Classrooms (portion of purchase price of portable)

Equipment and Materials:

$1,000	Equipment
2,500	Materials

Evaluation

All children who received instruction in the program during the 1969-70 school year are included in the evaluation of the program. Pretest and posttest results are available for a total of 83 children, who received remedial reading instruction for varying lengths of time from 2 months up to 9 months and who ranged in grade level from grade 2 to grade 6. The testing program centered around the Gilmore Oral Reading Placement Test. Each child was given either Form A or Form C of the Gilmore as a pretest and, at the end of his time in the program, either Form C or Form D as a posttest. These tests were administered by the remedial reading teacher, who cautioned that the Gilmore is an oral test that does not yield as high scores as a written test and that it is primarily an individual diagnostic measure not usually used to indicate group performance.

The test results show that at all grade levels except for grade 4 the months of progress made in both accuracy and comprehension exceeded the number of months spent in the program. For the students in grade 4 the average number of months spent in the program

exceeded the average months of progress in accuracy; however, this group showed gains in comprehension. The data indicate that the aims of the program--to increase comprehension and to develop word skills--were realized. The children made progress in both comprehension and accuracy.

For Further Information

To obtain further information on the program prior to a visit, contact:

Mr. Frank Lopez, Superintendent
District No. 1
P.O. Drawer P
Santa Fe, N.M. 87501
(505) 455-2284

The program operates 5 days a week. The Pojoaque Valley School District can be easily reached in 25 or 30 minutes by car from Santa Fe. No accommodations are available in Pojoaque Valley, but Santa Fe has many motels.

BIBLIOGRAPHY

"A Study of Selected Exemplary Programs for the Education of Disadvantaged Children," September 1968, AIR 752-9/68-FR. (This is the same as *It Works.*)

Barton, Lydia P., "Report on Remedial Reading, Pojoaque Elementary School, 1967-68," a mimeographed paper. Pojoaque, N.M.: Pojoaque Valley Schools.

_____, "Report on Remedial Reading, Pojoaque Elementary School, 1968-69," a mimeographed paper. Pojoaque, N.M.: Pojoaque Valley Schools.

Branan, Karen, "A Reading Center That's a Three-Ring Circus!" *Scholastic Teacher,* November 3, 1969.

It Works, Intensive Reading Instructional Teams, Hartford, Connecticut. Washington, D.C.: U.S. Government Printing Office, pp. 1-12.

Nearine, Robert J., *Patterns for Progress, An Evaluation, 1967-1968.* Hartford, Conn.: Hartford Board of Education, 1968, pp. 134-147.

"Reading Improvement Project, S.A.D.C. Component III, Project Description--1969-70," a mimeographed paper.

Reprint, IRIT 1969-70, Design for Decision, An Evaluation Report. Hartford, Conn.: Hartford Public Schools, pp. 108-119.

Rodar, Robin, "Remedial Reading Report, Pojoaque Elementary School, 1969-70," a mimeographed paper. Pojoaque, N.M.: Pojoaque Valley Schools

Wood, M. Beatrice, *Focus on Action Reprint, IRIT, An Evaluation 1968-1969.* Hartford, Conn.: Hartford Public Schools, pp. 76-89.

_____, *Intensive Reading Instructional Teams, 1968-1969.* Hartford, Conn.: Hartford Public Schools, pp. 76-89. (This is the same as *Focus on Action.*)

U. S. GOVERNMENT PRINTING OFFICE : 1971 O - 426-160

MODEL PROGRAMS--Reading Series

Ten promising reading programs are included in this series. Fo
of these programs, their location, and a short descriptive st

- Summer Remedial and Enrichment Program, Thomasville, Ga.
  An 8-week program of individualized and small group instruction with an emphasis on improved reading skills.

- Programed Tutorial Reading Project, Indianapolis, Ind.
  A program using paraprofessionals to individually tutor disadvantaged children in reading.

- Summer Junior High Schools, New York, N.Y.
  An intensive summer remedial program which fosters reading growth for junior high school students.

- Topeka Reading Clinic, Centers, and Services, Topeka, Kans.
  A remedial reading program serving about 1,000 students in grades 4 through 9.

- Bloom Twp. High School Reading Program, Chicago Heights, Ill.
  A high school reading program to help poor readers through individually prescribed study in specific content areas.

- Intensive Reading
  A team approa
  struction to

- Elementary Readin
  Centers which
  instruction f
  and reading r

- School-Within-A-S
  A program for
  grade student
  reading skill
  attitudes tow

- Remedial Reading
  A small-group
  for Mexican-A

- Yuba County Rea
  A two-part pr
  teacher train
  skills.

Seven programs included in the first *Model Program* series--on childhood educa
promising reading programs. These are the Interdependent Learner Model of a
N.Y., Responsive Environment Model of a Follow Through Program, Goldsboro, N.
Monticello, Fla.; Corrective Reading Program, Wichita, Kans.; Exemplary Cent
Salt Lake City, Utah; Perceptual Development Center Program, Natchez, Miss.;

MODEL PROGRAMS--Reading Series

reading programs are included in this series. Following is a list
ograms, their location, and a short descriptive statement on each:

ogram, Thomasville, Ga.
ualized and
an emphasis

t, Indianapolis, Ind.
onals to individ-
ildren in reading.

ork, N.Y.
program
for

nd Services, Topeka, Kans.
erving about
hrough 9.

ogram, Chicago Heights, Ill.
m to help poor readers
ed study in specific

- Intensive Reading Instructional Teams, Hartford, Conn.
  A team approach providing intensive reading instruction to disadvantaged first-grade children.

- Elementary Reading Centers, Milwaukee, Wis.
  Centers which provide remedial reading instruction for elementary school children and reading resources services for teachers.

- School-Within-A-School, Keokuk, Iowa
  A program for low-achieving seventh-grade students to develop basic reading skills and improve student attitudes toward school.

- Remedial Reading Program, Pojoaque, N.M.
  A small-group remedial reading program for Mexican-American and Indian children.

- Yuba County Reading-Learning Center, Marysville, Calif.
  A two-part program of clinic instruction and teacher training to improve children's reading skills.

he first *Model Program* series--on childhood education--were also identified as
These are the Interdependent Learner Model of a Follow Through Program, New York,
Model of a Follow Through Program, Goldsboro, N.C., DOVACK Reading Program,
Reading Program, Wichita, Kans.; Exemplary Center for Reading Instruction,
tual Development Center Program, Natchez, Miss.; and Project PLAN, Parkersburg, W.Va.